DOCUMENT RESUME

ED 128 457 TM 005 650

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TITLE Self-Concept or Seven Separable Components of Self-Concept in Preschool Children.
NOTE 6p.; For related documents, see TM 005 639-653
AVAILABLE FROM Union College Character Research Project, 207 State St., Schenectady, New York 12305 ($1.00), Seven Scales of Self Regard for 10 Persons $25.00, Manual $6.50

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Age; Child Development; *Factor Structure; Parents; Predictor Variables; *Preschool Children; Preschool Education; Rating Scales; *Self Concept; *Self Concept Tests
IDENTIFIERS *Barber Scales of Self Regard Preschool Form

ABSTRACT

The Barber Scales of Self-Regard for Preschool Children resulted from a personality model specifying seven measurable and separate components resulting in self-image. The following are the scale titles: (1) purposeful learning of skills, (2) completing tasks, (3) coping with fears, (4) children's responses to requests, (5) dealing with frustrations, (6) socially acceptable behavior, and (7) developing imagination in play. A computer analysis was made of demographic variables (number of children in family, age of parent, education of parent, etc.) and scale point for any self-regard scale. This correlation indicates that the seven scales assess separate components of the complex construct self-concept. While all seven scales relate to chronological age of child (they are intentionally developmental scales) they relate similarly to little else. The results, although expected because of the comprehensive theory on which they are based, should be tested further. (RC)

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SELF-CONCEPT OR SEVEN SEPARABLE COMPONENTS OF SELF-CONCEPT IN PRESCHOOL CHILDREN

Lucie W. Barber

The complexities of "personality" have foiled psychologists for years. Not only is personality complex, it is now recognized that components of personality are in themselves complex. Take intelligence as an example. From Spearman's g concept, intelligence measurement has moved to Guilford's 120 different combinations of intellectual tasks. "If the apparent complexity implied is appalling, what seems to be needed is the courage to face reality" (Guilford 1957).

Peatling and Tiedeman (1974) have had the courage to face the reality of complexity in personality and have begun work on a comprehensive model. This article deals with the complexity of one personality element at one hierarchical level of that model, Self-Image (Barber 1975).

The personality model specifies seven measurable and separate components resulting in Self-Image; thus the seven Barber Scales of Self-Regard in Preschool Children. Preliminary results of an initial field testing of these Scales strongly suggests that the seven Scales are measuring separate components of Self-Image. This paper deals with these results.

There were 448 ratings on the Scales in the summer of 1974. The 125 volunteer parents in this sample completed from two to seven Scales, thus n's in a table to follow will differ. The sample included parents of varied age levels, incomes, amounts of education, work experience and number of children in family.

The following are Scale titles of the Barber Scales of Self-Regard for Preschool Children:

1. Purposeful Learning of Skills
2. Completing Tasks
3. Coping with Fears
4. Children's Responses to Requests

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5. Dealing with Frustrations
6. Socially Acceptable Behavior
7. Developing Imagination in Play

In order to give sufficient information pertinent to the reader's consideration of results, the following are the demographic questions asked of parents.

Questionnaire

Check one: mother ☐ father ☐ teacher ☐

To carry out the research, the following information is needed. Your privacy will be protected as your name or address is not required. Please check only those boxes that apply to your child or student, and family.

Description of Child

Age of Child
- ☐ From 18 to 29 mos. (2 yrs.)
- ☐ From 30 to 41 mos. (3 yrs.)
- ☐ From 42 to 53 mos. (4 yrs.)
- ☐ From 54 to 65 mos. (5 yrs.)

Sex of Child
- ☐ Male
- ☐ Female

Does child attend
- ☐ Church School class
- ☐ Nursery School or Day Care Center last 9 mos. or less
- ☐ Nursery School or Day Care Center longer than last 9 mos.
- ☐ Kindergarten

Description of Family

How many children in family?
- ☐ This child only
- ☐ Two children
- ☐ Three children
- ☐ Four or more children

Family income
- ☐ Below $10,000
- ☐ Between $10,000 & $14,999
- ☐ Between $15,000 & $19,999
- ☐ $20,000 or above

Your zip code

☐☐☐☐☐

Mother's Description

Age of Mother
- ☐ Younger than 20
- ☐ 20 - 29 years
- ☐ 30 - 39 years
- ☐ 40 - 49 years
- ☐ Older

Education of Mother
- ☐ High School
- ☐ Vocational training
- ☐ College
- ☐ Professional School

Does mother work outside the family home?
- ☐ Part time
- ☐ Full time

Father's Description

Age of Father
- ☐ Younger than 20
- ☐ 20 - 29 years
- ☐ 30 - 39 years
- ☐ 40 - 49 years
- ☐ Older

Education of Father
- ☐ High School
- ☐ Vocational training
- ☐ College
- ☐ Professional School

Does father work outside the family home?
- ☐ Part time
- ☐ Full time

From the data, 17 demographic variables were key punched. Child's attendance became three variables: church school, nursery and kindergarten. Information was also available on three more variables: previous experience or lack of experience with the Union College Character Research Project, origin (nursery school, day care or other) and number of parents in the home. Zip code was omitted in this analysis.

RESULTS

The University of California Biomedical Program BMDO3D, Correlation with Item Deletion, was run for each Scale. Each Scale includes five Scale points. Table I gives the only demographic variables which correlated significantly with Scale point for any Self-Regard Scale.

TABLE I

Statistically Significant Product-Moment Correlation Coefficients for Scale Point with Demographic Variables in the 1974 Field Test of the Seven Scales of Self-Regard

Five Demographic Variables Correlated with Scale Point

	Age of Child	Number Children in Fam.	Age of Child's Mother	Education of Child's Mother	Whether Mother Works
Developing Skills for a Purpose	.617** (n=65)	.244** (n=66)	n.s.	n.s.	.376* (n=27)
Completing Tasks	.526** (n=52)	n.s.	.278* (n=52)	n.s.	.571* (n=11)
Coping with Fears	.460** (n=67)	.316** (n=68)	n.s.	n.s.	n.s.
Children's Responses to Requests	.441** (n=52)	.379** (n=52)	.308* (n=52)	n.s.	n.s.
Dealing with Frustrations	.573** (n=67)	.236* (n=68)	n.s.	-.238* (n=68)	n.s.
Socially Acceptable Behavior	.252* (n=73)	n.s.	n.s.	n.s.	n.s.
Developing Imagination in Play	.531** (n=69)	n.s.	n.s.	n.s.	n.s.

** = statistically significant at or below the .01 level of probability.
* = statistically significant at or below the .05 level of probability.

When the variable Scales (punched 1 - 7) was correlated with Scale Point, the n increased to 448 and the correlation coefficient was -0.06094.

DISCUSSION

In discussing first the zero order coefficient between scales and scale point, it should be explained that scales (punched 1 - 7) were arranged in order from the simplest to the most complex according to the theoretical model upon which the scales were based. If the scales were related and not separate components of Self-Image, one would expect a negative correlation; that is to say that as the scales become more complex, less and less maturity, as indicated by decreasing scale point, would be expected; thus a negative correlation. This was not the case. The lack of relationship is indirect evidence that the scales are independent of one another.

More direct evidence is found in Table I. Out of 16 demographic variables analyzed, one and only one is significantly related to all scales. This variable is chronological age of child. Since the Scales of Self-Regard were constructed to assess development, this is an expected and hoped for result. This confirmation of content validity is discussed in Barber and Peatling (1975).

However, only four of the other 15 demographic variables are significantly related to any scale. Only three of these variables, "Number of Children in Family", "Age of Child's Mother" and "Whether Mother Works", relate to more than one of the Scales of Self-Regard. For any one scale, aside from "Age of Child", two scales have no significant correlations with any other variable, one scale correlates significantly with only one other variable, while the remaining four scales correlate significantly with only two other variables.

Putting aside the "Age of Child" variable, which was expected to and did, in fact, correlate significantly with scale point for every scale, there remain 105 possibilities for significant coefficients on a 7 x 15 matrix. The fact that only nine such coefficients were found plus the fact that they distribute as they do among scales does appear to support the contention that the scales are assessing different components of Self-Image.

Only demographic variables have been dealt with here. No claim is made that other types of variables, such as personality traits or dimensions, would also demonstrate such a scarcity of significant correlations across the seven

Self-Regard Scales. Certainly, more research is needed, and is, in fact, under way. Data is being collected from a national sample which will allow for comparisons of each Self-Regard Scale with the ten scales of the Minnesota Personality Profile II and with the three Self-Concept scores on the Preschool - Kindergarten SCAMIN.

The present study of the Self-Regard Scales and demographic variables will also be replicated with the national sample analysis. One must ask from the present data, "What is so important about certain demographic variables for certain specific scales that the extremely few significant correlations that were found were found at all?" If present results continue to be encountered, there is strong indication of a need for further research, scale by scale.

CONCLUSIONS

Initial evidence has been presented concerning the Barber Scales of Self-Regard for Preschool Children which indicates that the seven scales assess separable components of the complex construct Self-Concept. While all seven scales relate to chronological age of child (they are intentionally developmental scales) they relate similarly to little else. The results, although expected because of the comprehensive theory upon which they are based, should be tested by further research.

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